DOCUMENT RESUME

ED 094 831 JC 740 287

TITLE	Hillsborough Community College Community Services Status Report, 1973.
INSTITUTION	Hillsborough Community Coll., Tampa, Fla.
PUB DATE	73
NOTE	35p.
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	*Adult Education; *Community Colleges; *Community Service Programs; *Enrollment Trends; Post Secondary Education; Questionnaires; *Student Characteristics; Tables (Data); Technical Reports
IDENTIFIERS	Florida; *Hillsborough Community College

ABSTRACT

The status of the Community Services Program at Hillsborough Community College is discussed in regard to the extent of the offerings, the characteristics of the students served, the faculty, and the linkages that the program has established with governmental agencies, groups, organizations, and professional organizations. The enrollment in the course has increased each of the five years that the program has been offered. A survey of students enrolled in the course during the 1973 spring term was carried out. The results from 413 completed questionnaires are tabulated. The objectives of the program for 1974-1977 are listed. These relate to efforts to engage 12,000 citizens annually in the wide array of programs offered. (DB)

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

ED 094831

HCC

HILLSBOROUGH COMMUNITY COLLEGE

COMMUNITY SERVICES

STATUS REPORT

HILLSBOROUGH COMMUNITY COLLEGE
TAMPA FLORIDA

COMMUNITY SERVICES CITIZENS ADVISORY COMMITTEE

Nancy Andrews, Member
Board of Directors, Y.W.C.A.

Janis L. Coker, Assistant Director
Tampa Public Library

James L. Ghiotto
Public Affairs
Tampa Electric Company

Sam Giunta, C.P.A.
Guida and Giunta, Inc.

Charlie Hampton
Public Service Director
WTVT - Channel 13

James T. Hargrett, Jr.
Executive Vice-President
Community Federal Savings & Loan Association

Donald Jaeschke, Associate Professor
Adult & Vocational Education
University of South Florida

Ross T. Jamison, Public Affairs Manager
General Telephone Company

Raymond C. Mesler, Jr.
Executive Director
Arts Council of Tampa

William S. Pearce, Executive Director
Florida Dental Association

Barbara Romano, Board Member
Vice President of Field Affairs
Suncoast Girl Scout Council

Karlene Rowe, Past Director District 8
Junior Women's Clubs
Florida Federation of Women's Clubs

Joseph J. Zalupski, Executive Director
Tampa Sports Authority

WHY A COMMUNITY SERVICES CITIZENS ADVISORY COMMITTEE?

A Community Services Citizens Advisory Committee is being established by Hillsborough Community College to strengthen communications between various segments of the community and the College, to provide suggestions for programs, and to serve as a clearinghouse for other recommendations. It is hoped that through the use of this committee, the College will be more aware of the needs and interests of the community and better able to serve as an agent to bring together the total resources of the community and the agencies within its boundaries.

Members of this Advisory Committee to Community Services will form the nucleus of citizens' committees assisting in special areas. While the committee will meet quarterly, committee members may be called upon often when advice or information is necessary to evaluate or implement special programs with which they are especially knowledgeable. The committee members will continuously seek to alert the College to needs that might be met by joint College-community action and help plan programs that may be developed as cooperative enterprises. Such programs may be in the form of seminars, forums, workshops, institutes, conferences, lecture series or short courses.

TABLE OF CONTENTS

1. Community Services Advisory Committee
2. Introduction to Report
3. Community Services Program's Enrollment History
4. Annual 1973 Spring Student Characteristic Survey
5. Mission Objectives
6. Concluding Statement

Introduction.....

The Community Services program at Hillsborough Community College is an integral part of the College's commitment to provide a wide choice of educational and cultural opportunities where the citizens of the district can participate. As described in the College's 1973-74 catalog objectives:

> "Short courses, seminars, lectures, conferences and other activities are available for adults who do not have specific degree objectives. Community Services activities are designed to assist participants in better understanding themselves and the world in which they live and in developing skills and/or pursuing special interests. These courses and programs are often offered in cooperation with other Hillsborough County educational institutions, business, government, health agencies, individuals and community groups."

This comprehensive status report has been compiled and prepared to document the role of the Community Services program at the Dale Mabry Campus and "account" for its function and scope of activities.

A wide spectrum of short courses, lectures, seminars, and programs designed and offered for the adult population, business, industry and organizations is reviewed. These timely and diversified programs offered on a year-a-round basis are translated into new relationships between the college and the people. This relationship is continuely strengthened and provides the College with the social cement necessary to respond to community educational needs.

More than 5,000 adults, ages 18 to 78, from all walks of life sought and found -- self-improvement, career advancement, new skills, new friends, new attitudes and interests by participating in the Community Services programs during the 1972-73 academic year.

This Status Report gives the reader a microscopic view of the extent of the offerings, the characteristics of the students served, the distinguished Community Services faculty and the multiple linkages which the Community Services program has established with governmental agencies, groups, organizations and professional organizations. We hope you find this Report informative and we solicit your ideas and recommendations for future programs.

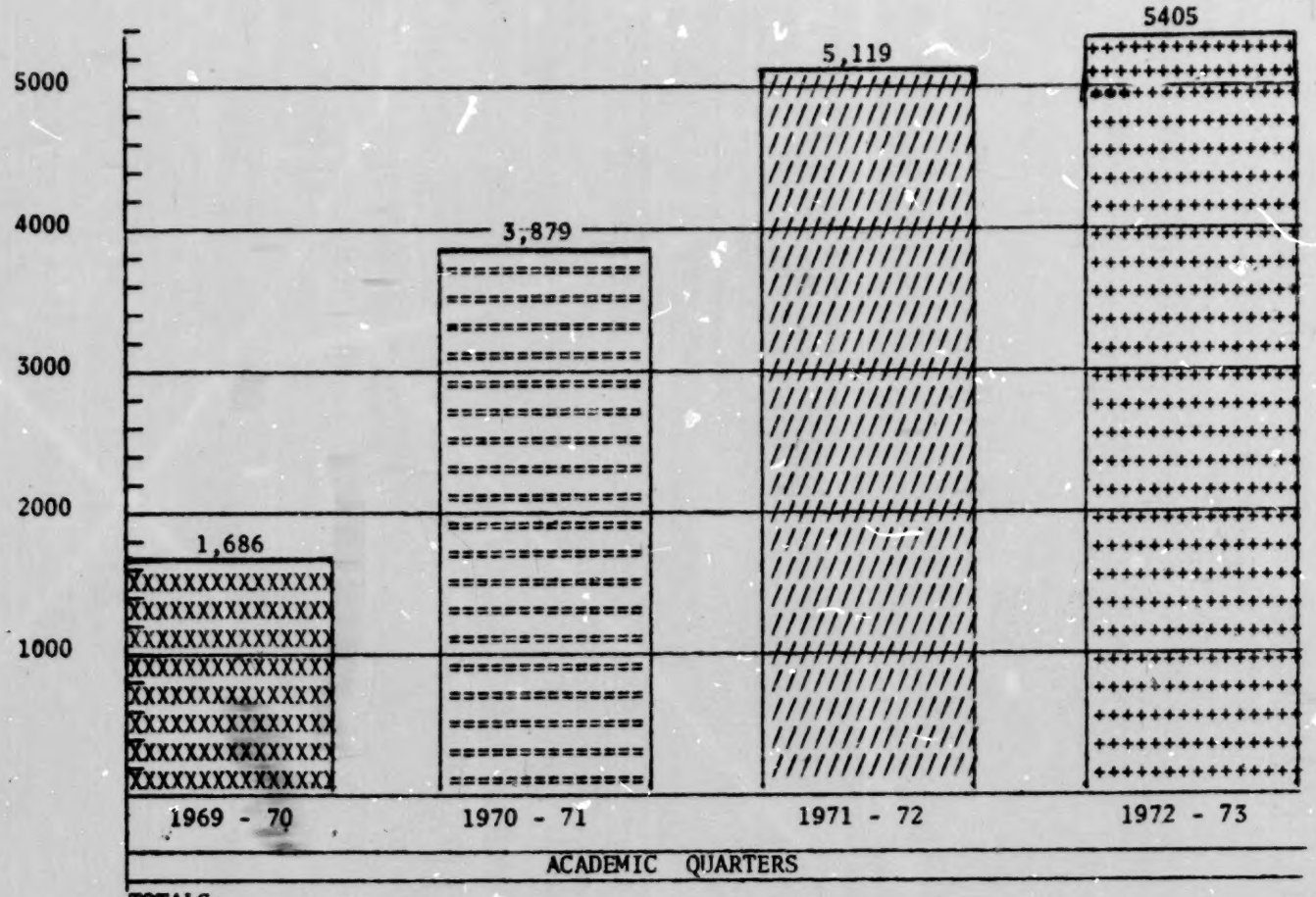
Plano B. Valdes, Jr.
Dean, Community Services
Dale Mabry Campus
Hillsborough Community College

ENROLLMENT HISTORY

As the Community Services program embarks on its fifth year of operation in the 6-year history of Hillsborough Community College, we have seen its student population increase each year. Specifically, Community Services' growth is reflected in the following graphs according to the academic year and the terms within each year. The growth is steady and parallels the enrollment growth and development of the College in the credit programs.

Not only is the enrollment increasing but the diversification of the curriculum is reflected in the wide variety of courses currently available as well as the ones on the drawing board.

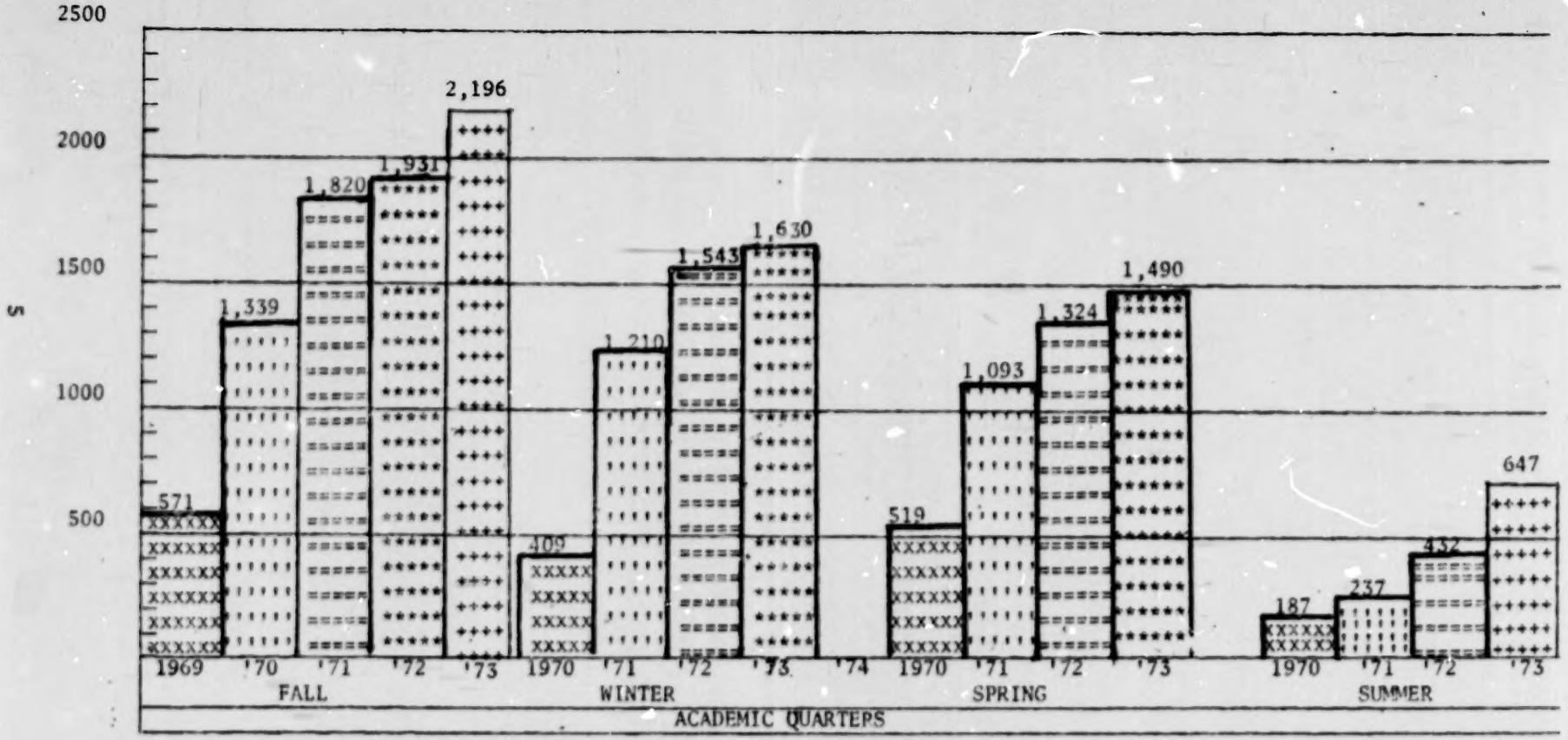
TOTAL ENROLLMENT
Non-Credit
'Community Services'
All Campuses



TOTALS:

1969-70	1,686
1970-71	3,879
1971-72	5,119
1972-73	5,405 (Less Winter Term)

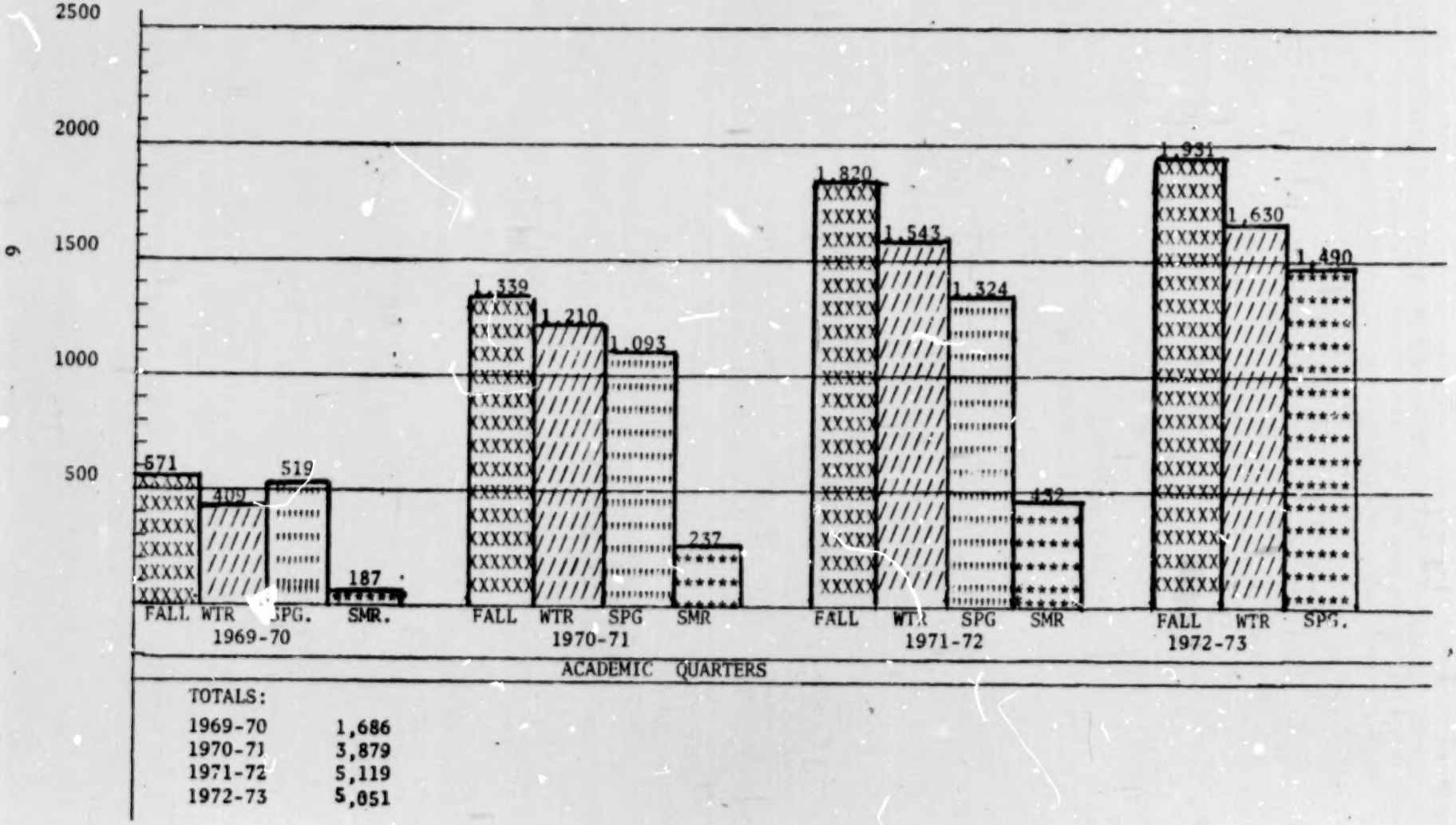
TOTAL ENROLLMENT
Non-Credit
'Community Services'
All Campuses



TOTALS:

Fall	5,661
Winter	4,792
Spring	2,936
Summer	1,503

TOTAL ENROLLMENT
Non-Credit
'Community Services'
All Campuses



TOTALS:

1969-70	1,686
1970-71	3,879
1971-72	5,119
1972-73	5,051

During the 1973 Spring Term, a survey of the students enrolled in the Hillsborough Community College (Dale Mabry Campus) Community Services courses was conducted. As a result of this survey it will be possible to formulate future goals which will meet the needs of the students as well as to furnish a demographic description of the students.

The survey instrument (Appendix A), consisting of 23 questions, was administered by Community Services instructors under the direction of the Dean of Community Services.

413 completed questionnaires were returned. The results of the survey were tabulated and are presented in the following pages.

RESULTS

In question number one the students were asked to indicate their sex. The results are indicated in TABLE I. It is interesting to note that there were approximately 19% more females than males enrolled. It should be pointed out that in the Spring of 1971 there were approximately 5% more males than females in Community Services courses.

TABLE I

Community Services Students
By Sex

Sex	N	%
Male	167	40.44
Female	246	59.56
Total	413	100.00

In the second question they indicated their age and the results are indicated in TABLE 2. It may be noticed that only a small fraction (7.01%) were 21 years or under. It should also be pointed out 60.97% of the students enrolled were 30 years old or older. This supports the fact that the Community Services program at HCC is continuing to meet the stated objectives of Hillsborough Community College -- to offer meaningful educational opportunities to the adult population of Hillsborough County.

TABLE 2

Community Services Students
By Age

Age	N	%
Over 60	9	2.18
50 - 60	59	14.29
40 - 49	83	20.10
30 - 39	101	24.46
26 - 29	65	15.74
22 - 25	67	16.22
19 - 21	19	4.60
18 or Under	8	1.94
No Response	2	.47
Total	413	100.00

Next the students were asked to indicate their marital status. As may be seen in TABLE 3, 67.31% of the students enrolled were married. It may be noted that in the Spring of 1971, 7.42% were divorced and now approximately 13% have acquired that status.

TABLE 3

Marital Status of Community Services
Students

Marital Status	N	%
Single	67	16.22
Married	278	67.31
Divorced	52	12.59
Widowed	6	1.46
No Response	10	2.42
Total	413	100.00

In question number 4, the students were requested to indicate the number of years they had been a Hillsborough County resident. It may be seen in TABLE 4 that 404 or 97.82% of the students were residents of Hillsborough County. It may be noted that the largest number of students (148 or 35.84%) have resided in Hillsborough County over 15 years. Significantly, HCC's Community Services program is also reaching the new resident to our community with an enrollment of approximately 12% having been here 1 year or less.

TABLE 4

Number of Years of Residency in Hillsborough County of Community Services Students

Number of Years In Hillsborough County	N	%
1 Year or Under	49	11.86
2 Years	41	9.93
3 Years	32	7.75
4 Years	28	6.78
5 Years	24	5.81
6-8 Years	26	6.29
9-12 Years	32	7.75
13-15 Years	24	5.81
Over 15 Years	148	35.84
Not a Resident of Hillsborough County	9	2.18
No Response	0	-0-
Total	413	100.00

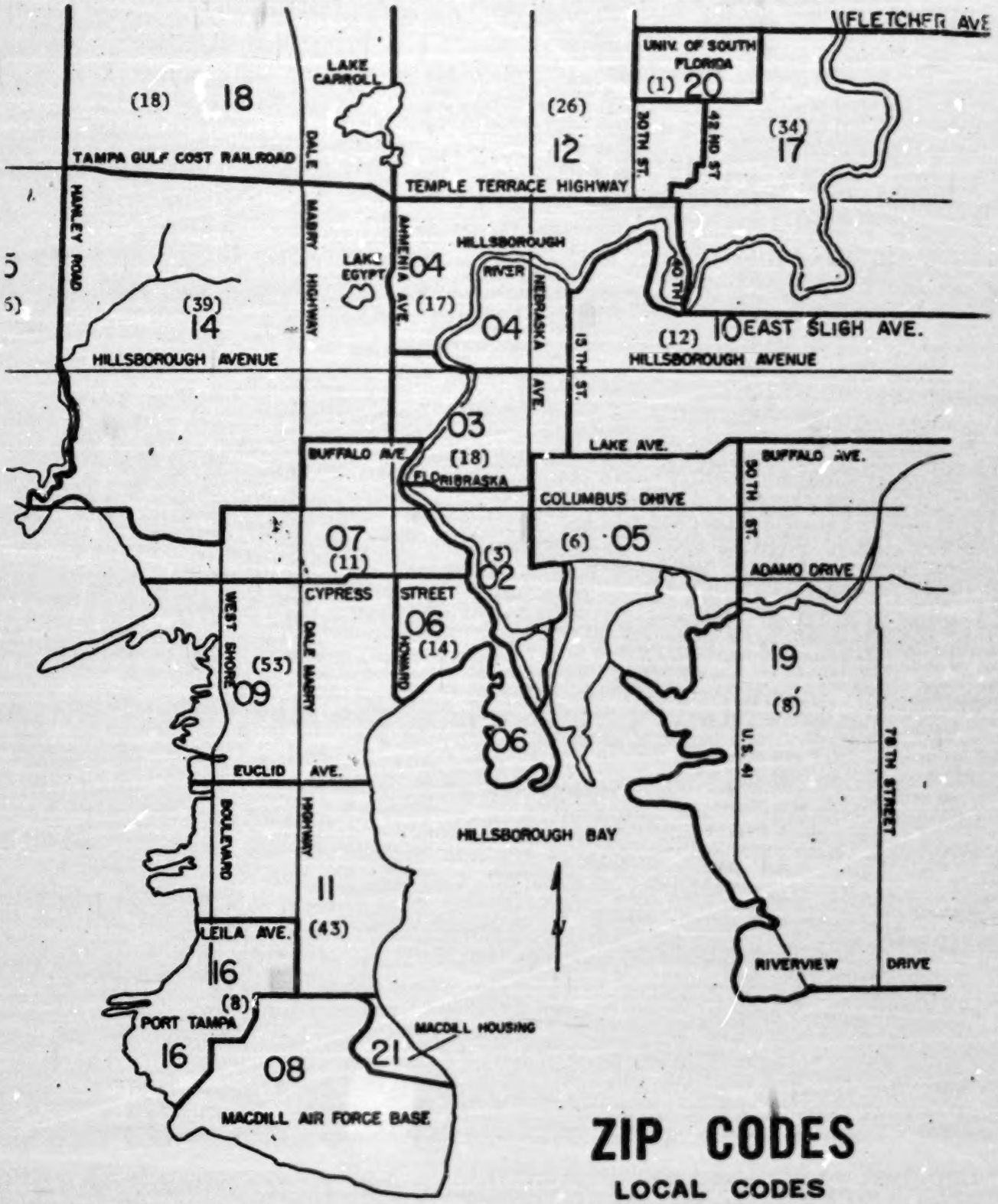
By requesting students to indicate their postal zip codes, it was possible to identify the geographic residence locations of Community Services students. In TABLE 5 it may be seen that 347 or 84.02% of the Hillsborough County residents reside in the Metropolitan area.

TABLE 5

Geographic Location by Postal Zip Code
of Community Services Students

Geographic Location	N	%
Metropolitan Tampa	347	84.02
Elsewhere in Hillsborough County	39	9.44
No Response	27	6.54
Total	413	100.00

By examining Figure 1 it is possible to see the geographic distribution of the students who reside in the Tampa Metropolitan area.



ZIP CODES

LOCAL CODES

Tampa, Florida

The 25 students who reside outside of Hillsborough County were asked to indicate the county in which they reside. In TABLE 6 it may be seen that 16 students or 64% reside in Pinellas County.

TABLE 6

Residence Other Than Hillsborough County
of 25 Community Services Students

County	N	%
Manatee	0	-0-
Pasco	4	16.00
Pinellas	16	64.00
Polk	0	-0-
Other Florida	5	20.00
Out of State	0	-0-
Total	25	100.00

In examining the highest level of former education of the Community Services students it is interesting to note that the largest single group of students (34.62%) completed high school only. It should be pointed out, however, that more than one-half of the students (62.03%) completed two years of college or more with 10.65% reporting graduate training. The complete tally is found in TABLE 7.

TABLE 7

Highest Level of Formal Education of
Community Services Students

Educational Level	N	%
Eignth Grade or Less	2	.48
Some High School	11	2.66
Completed High School	143	34.62
Completed At least Two Years of College	98	23.73
Bachlors Degree	74	17.92
Graduate Professional Training (Law, Medicine, Dentistry, etc.)	44	10.65
Post-Graduate Study	41	9.93
No Response	0	-0-
Total	413	100.00

It may be noted in TABLE 8 that the greatest number of students (33.17%) indicated an annual household income of between $12,000 and $19,999 with 23% having a family income less than $9,000 per year. It should be noted that about 10% of the students did not respond to this question.

TABLE 8

Annual Household Income of
Community Services Students

Annual Income	N	%
Below $3,000	7	1.69
$3,000 - $5,999	23	5.57
$6,000 - $7,499	28	6.78
$7,500 - $8,999	36	8.72
$9,000 - $11,999	71	17.19
$12,000 - $19,999	137	33.17
Above $20,000	73	17.68
Cannot Estimate	19	4.60
No Response	19	4.60
Total	413	100.00

Realizing that because of the wide variety of courses offered by the Community Services area some students may enroll in more than one course in the same term, the students were asked to indicate in how many Community Services they were enrolled. By examining TABLE 9 it may be seen that 22 students or 5.33% were enrolled in more than one course.

TABLE 9

Number of Community Services Courses
Students Are Enrolled In

Number of Courses	N	%
One	391	94.67
Two	21	5.08
Three	1	.25
Four	0	.00
No Response	0	.00
Total	413	100.00

The students were asked how many Community Services courses they were enrolled in prior to the 1973 Spring Term and the results are presented in TABLE 10. It may be noted that 119 students or 28.81% indicated having taken a Community Services course prior to this term. In the Spring of 1971, 20% of the students indicated they had previously taken a Community Services course. This seems to indicate that Community Services students are continuing to participate in the program with increasing frequency.

TABLE 10

Response to if Community Services Students
Were Enrolled in a Community
Services Course Prior to 1973 Spring Term

Response	N	%
Yes	119	28.82
No	283	68.52
No Response	11	2.66
Total	413	100.00

The 119 students who indicated thay had enrolled in Community Services courses prior to the 1973 Spring Term were asked to report the number of courses in which they were enrolled. In TABLE 11 it may be seen that 56 or 44.44% of the students were enrolled in more than one Community Services course prior to the 1973 Spring Term.

TABLE 11

How Many Community Services Courses Did 119 "Yes" Students Enroll in Prior to 1973 Spring Term

Number of Courses	N	%
One	70	55.56
Two	32	25.40
Three	16	12.70
Four	4	3.17
Five or More	4	3.17
Total	413	100.00

The Community Services students were asked to indicate whether or not they have in the past, or were presently enrolled in credit courses at Hillsborough Community College. It may be seen in TABLE 12 that 300 or 72.64% of the students answered "No".

TABLE 12

Responses by Community Services Students To if They Have Enrolled in Credit Courses at Hillsborough Community College

Response	N	%
No	300	72.64
Yes	48	11.62
No Response	65	15.74
Total	413	100.00

The 365 students who did not answer "Yes" to the above question were asked if they planned to enroll in credit courses at Hillsborough Community College in the future. It may be noted in TABLE 13 that 39.18% indicated that they planned to enroll in credit courses at Hillsborough Community College in the future. Thus Community Services serves the additional role of creating a pool of future potential students for credit and/or Career Programs at Hillsborough Community College.

TABLE 13

Responses by 365 Community Services Students to Whether or Not They Plan to Enroll in Credit Courses at Hillsborough Community College

Response	N	%
No	222	60.82
Yes	143	39.18
Total	365	100.0

At this point the Community Services students were asked to indicate how they first learned of the Hillsborough Community College's Community Services courses. The survey revealed that the greatest number (38.01%) learned of them through a friend. The second greatest number 19.92% learned of them through brochures. It is interesting to observe that college employees (3.63%) seem to serve as a more significant source of recruiting Community Services students than the Tampa Times, radio or television. This has implications for the recruitment of students for all Hillsborough Community College programs. The complete results are presented in TABLE 14.

TABLE 14

Source of Knowledge About Hillsborough Community College's Community Services Courses

Source	N	%
Friend	157	38.01
Relative	45	10.90
College Employee	15	3.63
Brochure	74	17.92
Tampa Tribune	72	17.43
Tampa Times	4	.97
Radio	3	.73
Television	3	.73
Other	38	9.20
No Response	2	.48
Total	413	100.00

The Community Services students were asked to indicate why they enrolled in their first Community Services course. It may be seen in TABLE 15 that the most frequently stated reason dealt with the acquisition of new knowledge. 56.42% indicated that they desired to learn more about a specific topic and 23.73% stated that they desired to learn a new skill.

TABLE 15

Reasons Indicated by Community Services Students for Enrolling in Their First Community Services Course

Reason	N	%
To Learn More About a Specific topic	233	56.42
To improve a specific skill	54	13.07
To learn a new skill	98	23.73
To accompany a friend	6	1.45
Fun way to spend an evening	13	3.15
Other	19	2.18
Total	413	100.00

When asked to comment on their general feelings about the course in which they were enrolled, a majority of the Community Services students indicated thay they were favorably impressed and thoroughly enjoyed the course (54.34%). It is interesting to note that only 26 students or 5.79% of the respondents indicated disappointment. The complete results are contained in TABLE 16.

TABLE 16

General Feelings About the Course
of Community Services Students

Feeling	N	%
Impressed and thoroughly enjoyed it	244	54.34
Enjoyed it	126	28.06
O.K.	53	11.80
Somewhat disappointing	17	3.80
Very disappointing	9	2.00
No response	0	-0-
Total	449	100.00

The students were then requested to describe their general feelings toward the instructional techniques employed in the course. In TABLE 17 it may be seen 286 or 69.25% of the students indicated that a pleasant atmosphere was created and much learning took place. 41 or 9.93% of the students indicated negative feelings.

TABLE 17

General Feelings of Community Services Students About Instructional Techniques Employed

Feelings	N	%
Pleasant Atmosphere and led toward much learning	286	69.25
Stimulating but not much learning took place	24	5.81
O.K.	42	10.17
Not adequate for "College" course	32	7.75
Terrible	9	2.18
No Response	20	4.84
Total	413	100.00

378 or 91.53% of the students stated that they would recommend the course in which they were enrolled to others (TABLE 18).

TABLE 18

Response by Community Services Students to Whether or Not They Would Recommend The Course to Others

Response	N	%
Yes	378	91.92
No	33	8.00
No Response	2	.48
Total	413	100.00

In order to plan for the scheduling of Community Services classes in the future, the students were asked to indicate which location would be most convenient for them to attend classes during the 1973-74 school year. 75.70% of the students indicated that the Dale Mabry Campus was the most convenient. The other choices are presented in TABLE 19. "N" exceeded 413 due to multi-responses on the part of some students.

TABLE 19

Convenience of Location for 1973-74 as Indicated by Community Services Students

Location	N	%
Dale Mabry Campus	324	75.70
Airport Collegium	46	10.75
Gordon Keller	33	7.71
Ybor City Center	14	3.27
Plant City Center	11	2.57
No Response	0	-0-
Total	428	100.00

A majority of the students indicate that during 1973-74 they would prefer to attend classes from 7:30 - 9:30 P.M. The other times and student responses are contained in TABLE 20 as the response to this question in the 1971 survey. Consistently the late hour is not preferred by Community Services students.

TABLE 20

Convenient Times Indicated by Students
for 1973-74 Community Services
Course Offerings

Time	N	%
6:30 - 8:30 P.M.	131	31.57
7:30 - 9:30 P.M.	221	53.25
8:30 - 10:30 P.M.	25	6.02
No Preference	38	9.16
No Response	0	-0-
Total	415	100.00

The students were then requested to indicate which night of the week would be most convenient to attend Community Services classes. The results are presented in TABLE 21. The largest single number of students (28.04%) indicated no preference. Of the nights selected, Tuesday appears to be the most convenient.

TABLE 21

Choice of Nights for Attending Community
Services Courses by Students

Night	N	%
Monday	99	20.41
Tuesday	107	22.06
Wednesday	76	15.68
Thursday	67	13.81
No Preference	136	28.04
Total	485	100.00

The students were asked to indicate whether or not Saturday classes would be more convenient than weekday classes--343 or 83.05% stated "No" while 58 or 14.4% of the students indicated they would prefer Saturday classes. This could indicated growth in Community Services program on Saturday will be rather limited in the near future.

TABLE 22

Response by Community Services Students to Whether or Not They Would Prefer Saturday Classes

Response	N	%
Yes	58	14.04
No	343	83.05
No Response	12	2.91
Total	413	100.00

The 58 students who indicated a preference for Saturday classes were requested to indicate their time preference. As may be seen in TABLE 23, 32 or 55.17% of the students indicated a preference for the 9:00 - 12:00 A.M. time block. This seems to be consistent with enrollment patterns in Weekend College credit courses at the Dale Mabry Campus.

TABLE 23

Saturday Time Preference of 58 "Yes" Students for the Offering of Community Services Courses

Time	N	%
9:00 A.M. - 12:00 NOON	32	55.17
1:00 P.M. - 3:00 P.M.	10	17.24
Either one	16	27.59
Total	58	100.00

BEST COPY AVAILABLE

MISSION OBJECTIVES

Introduction

The Community Services Program at Hillsborough Community College is in the process of completing its 5th year of operation as an integral part of an institution completing its 6th year of operation.

During this 6-year tenure, Hillsborough Community College has seen many ideas and plans crystalized while many original notions have been modified and improved. All of this, part of any institution engaged in a dramatic "growth" process.

The Community Services Program can also expect to experience expansion as well as redefinition of some roles in the years ahead. Nevertheless, growth and development that has an adherence to a planned system of action will result in more efficient and effective management, leadership, and programming. Community Services at HCC seeks to develop in cooperation with other community groups or agencies, educational solutions to localized social, economic, cultural, and civic problems which are not being and cannot be met by formal and traditional collegiate programs.

Consideration was given to the following in developing the three year mission objectives for 1974-77:

a. The brief history of HCC

b. The various agencies and groups engaged in education and/or training in the community.

c. The citizens of the community to be served.

d. The potential sources of financial assistance and support necessary to carry out any program.

e. The support and commitment of the Board of Trustees and all the administrative officers of the College.

BEST COPY AVAILABLE

By 1977, Community Services shall seek to engage 12,000 citizens participating annually in its wide array of programs. The program of community services in 1977 shall:

a. Expand off-campus instruction in neighborhoods as well as business sites. This shall include credit as well as especially designed non-credit offerings.

b. Promote off-campus instruction with many courses and programs conducted in apartment complexes, condominiums, and existing community agencies.

c. Establish a Conference Planning Service available to community organizations, trade and special interest groups.

d. Continue lecture series featuring national and internationally known personalities.

e. Create a Career and Guidance Center for women especially those seeking re-entry into the world of work.

f. Coordinate a cultural affairs program with existing agencies and groups in the community to enhance attendance in arts, theater and musical events.

g. Provide a Continuing Education Center especially tailored for Small Business Development and Personal Skills Improvement.

h. Continue Project LECA's series of Seminars and Forums on contemporary environmental concerns.

i. Implement the Continuing Education Unit (CEU's) as part of the Community Services Program at HCC.

j. Integrate the educational resources of the College to meet the problems of the 70's, including pollution, urbanization, transportation, housing, and job opportunities.

BEST COPY AVAILABLE

CONCLUDING STATEMENT

Developing and providing educational services and programs beyond the scope of the Associate degree curriculums is one of the major functions and purposes of Community Services at Hillsborough Community College's Dale Mabry Campus. The preceeding pages of this Status Report have described and quantified the activities which encompass the wide assortment of people, agencies and organizations involved in this dynamic process.

As we begin to plan for the 1974-75 academic year, we can build on the relationships described in this report and embark on the path outlined via the mission objectives through the year 1977.

The quality of a community services program cannot be determined simply by answering the one-dimensional question "how many are enrolled?" Rather, a better measure of a comprehensive community services program is more accurately assessed by reviewing the qualitative aspects of what was done and the diversity of the activities which the college initiates and implements in accord with the available resources.

The report points to certain needs such as additional facilities during the morning and early afternoon hours. Another need is a daytime series of courses and seminars for women.

The growth of Community Services will continue and the new multi-campus organization will add impetus to its development.

In an article entitled "Adult Education: Where the Bread and Action Are" in a recent issue of College Management, Velma A. Adams is more blunt when she says:

BEST COPY AVAILABLE

> The future course of higher education is going to be decided on the basis of supply and demand. Why? Because higher education has become a consumer business. For the first time in history colleges and universities-at least the ones who are willing to change in order to stay in business-are doing market research and targeting in on the markets that offer the greatest potential in numbers and dollars and, they are discovering, the boom is coming in adult or continuing education.....Only now are they beginning to talk "survival" in terms of change. Most of them would not be reaching out to appeal to new markets today if the supply of 18 or 22 year olds was not dwindling and if funds were not in short supply.

This study and the previous ones [1971 and 1972] will serve as the data base on which to determine specific target groups for which educational and cultural programs are inadequate. The survey not only tells us who we are serving but more important who we are not serving and where they live.

In summary, this study provides a foundation on which to build a Community Services program which will expand the opportunity for continued education for all adults in the college's district.

UNIVERSITY OF CALIF.
LOS ANGELES

SEP 13 1974

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION